

HAVE A BREAK, MOVE AND LEARN BETTER:

A material package for introducing more
kinaesthetic exercises into upper secondary
school English classes

Master's thesis
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<p>Tiivistelmä – Abstract</p> <p>Kielenopettamisessa kinesteettinen oppiminen ja -opetus ovat harvinaisia. Kinesteettisten tehtävien puute haittaa varsinkin oppilaita, jotka saattavat olla pelkästään kinesteettisiä oppijoita. Liikunnan ja Kansanterveyden Edistämissäätiö LIKESin Liikkuva Koulu -hanke on viime vuosina tarjonnut uusia mahdollisuuksia kinesteettisen oppimisen ja opettamisen lisäämiseksi peruskouluissa. Hankkeesta tulee valtakunnallinen 1.8.2016 alkaen. Hankkeen toisen asteen pilottitutkimuksen alkaessa vuonna 2017 hankkeen tarjoamat mahdollisuudet laajenevat. Liikkuva Koulu ei toistaiseksi kuitenkaan tarjoa lukion kielenopetukseen valmista materiaalia. Tämä materiaalipaketti auttaa lukion englannin kielenopettajia pääsemään alkuun Liikkuvan Koulun ideoiden ja kinesteettisen oppimisen lisäämisessä lukio-opetuksessa. Vaikka hanke ei tulevaisuudessa tulisikaan osaksi valtakunnallista lukio-opetusta, materiaalipaketin ideat tarjoavat vaihtoehtoisuutta oppitunneille.</p> <p>Tämä materiaalipaketti on suunniteltu pääasiassa lisämateriaaliksi lukion englannin toista kurssia, ENA2 Ihminen Verkostoissa, varten, mutta materiaalipaketin ideoita voi hyödyntää laajemminkin esimerkiksi muissa kielissä. Materiaalipaketti koostuu neljästä osa-alueesta. Ensimmäisessä osassa esitetään muutamia yksinkertaisia neuvoja kinesteettisen opettamisen lisäämiseen yleisellä tasolla. Toinen osuus koostuu oppilasmateriaalista, joka sisältää kotitehtävien lisäksi tuntitehtäviä. Kolmas osuus on opettajan materiaali, jota on tarkoitus hyödyntää pääasiassa opetustunneilla. Viimeinen osio on oppilaille jaettava tulostusmateriaalia, joka sisältää neuvoja kinesteettisen oppimisen soveltamiseen kotona. Toisen ja kolmannen osion tehtävät on jaettu kolmeen eriasteiseen vaikeustasoon, mikä helpottaa materiaalin käyttöä eriyttämisessä. Materiaali on suunniteltu niin, että opettaja voi muokata sitä helposti itselleen sopivaksi.</p>	
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1 INTRODUCTION

Finnish education system has aroused global interest since the early 2000s after international PISA tests showed that Finnish educational system is producing successful learning and providing students with great teaching. Even though the success has since declined from the previous heights, the education system is still respected and well-functioning. Finnish students still rank among Top-achievers in PISA tests even though the number of participating countries and economies has increased from 34 to 74 over the years of testing (Kallioniemi, Niemi and Toom. 2012: 4).

Many improvements are constantly made for creating better teaching. Some of the most recent phenomena include digitalization and better student health (Prime Minister's Office Osaaminen ja koulutus 2015). Modern technological equipment, such as smartphones and tablets, have already largely been accepted as a part of learning and teaching, and much attention is paid to social media, new devices and so forth. Better health in learning and teaching, on the other hand, has been a less interesting and discussed topic.

However, in recent years, there has been a lot of discussion about living healthy and having more exercise. TV and social media are nowadays full of fitness related programmes, advertisement and information about the benefits of exercising. Amongst the benefits, various methods of having exercise can be observed. According to Sheppard (2014: 1073) there has traditionally been a divide between body and soul, of which the body seeks exercising and the soul cultural delights, such as music. Nowadays, modern equipment and innovations are increasingly helping in bringing these two elements together. Exercising is being combined with music, television programming, instructional DVDs, video games, smartphones and other possibilities that stimulate the mind while exercising. Even though the inclusion of mind-stimulating features into exercising is becoming more common, it is mostly connected with leisure time activities. At schools, however, the reigning positive exercising phenomenon is largely missing, even though the phenomenon could be well used in education.

Benefits of having recommended amount of exercising, or even more, include better achievement in school grades and improved attentiveness in class. Physically active students have reportedly better working memory and reading and numeracy skills (See Table 1). The better achievement is connected with good motor skills as the better achieving students have higher motor skills than those who have poor motor skills. Motor skills are also connected with obesity, which negatively affects learning results as

Table 2 shows (Syväoja 2015: 1-2). Since motor skills develop as children move and exercise, it would be better if students were active during classes at school. However, sedentary lifestyle is heavily present in education, and later in working life.

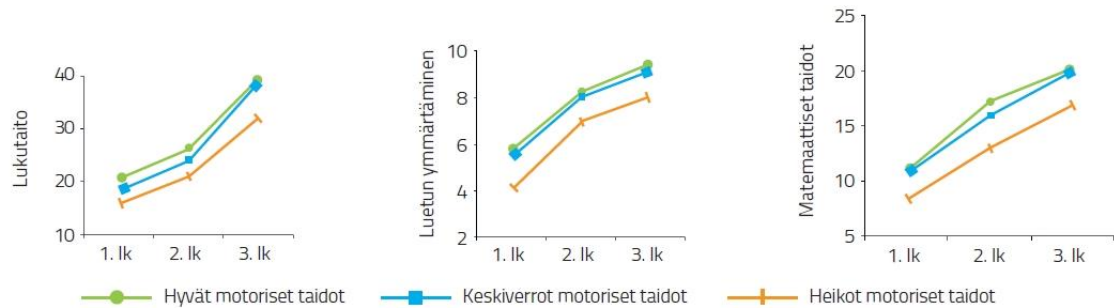


Table 1. Motor skills at grades one to three correlate with achievements in literacy, reading comprehension and mathematics. Green: good motor skills. Blue: average motor skills. Orange: weak motor skills. (Syväoja 2015: 2)

Studies show that already at daycare, children spend 60% of their time staying still. The percentage of staying still may increase in adulthood as adults may spend 80% of their time staying still while awake. At schools, teaching is still heavily immobile and students are rarely given chance to move more during lessons. Adding more exercise into teaching is seen as challenging, and physical education alone is not able to guarantee that students move as much as they should (Opetushallitus Liikunnan Tukimateriaali 2016: 1-2).

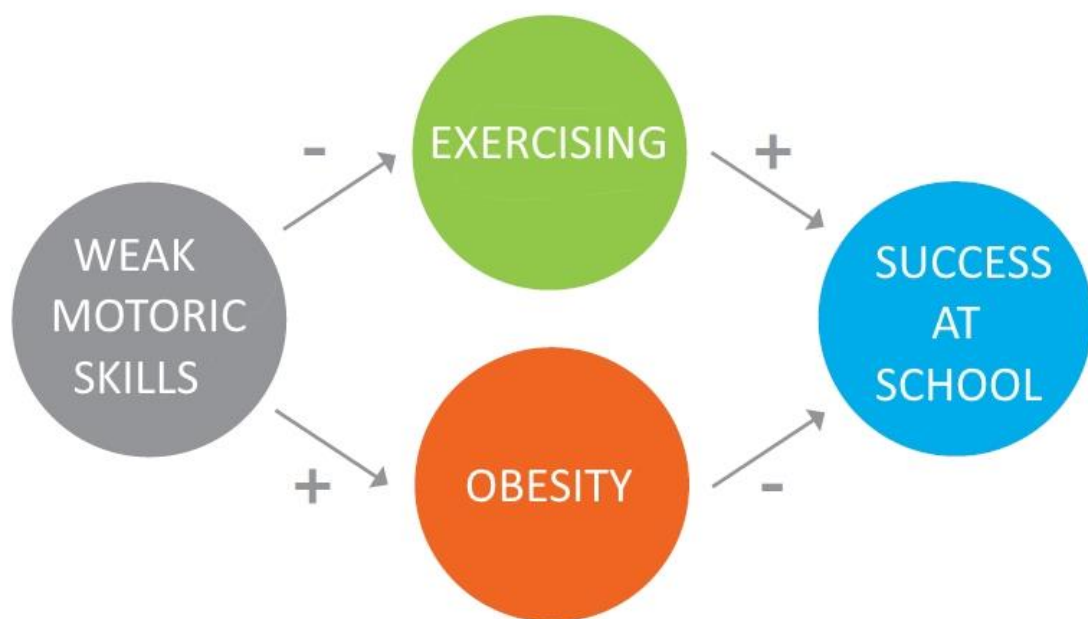


Table 2. How motor skills affect exercising, obesity and success at school. (Translated from Syväoja 2015: 2)

There is currently only one measurement system for observing students' physical health and development at comprehensive level of education. It is named as *Move!* – system, which aims for informing and educating students, and their parents, about the benefits of exercising. The system will become nationwide in August 2016. The systems' measurements are done twice in comprehensive education, at grades five and eight. Through the measurement results, students and parents are able to see how physically fit the student is. However, mere information process is not enough as *Move!* –system is also used for encouraging self-awareness and independent health observation and exercising (Opetushallitus Liikunnan Tukimateriaali 2016: 20). Even though *Move!* –system encourages exercising and healthier living, two measurement and feedback sessions are two one-off sessions that are not continuous part of everyday school days and learning.

There is, however, a programme which aims for continuously involving students as active participants in everyday school day exercising. LIKES – Foundation for Sports and Health Sciences' *Finnish Schools on the Move* -programme has been the most notable idea for improving both health and education in comprehensive education. The programme has grown from a pilot project into a programme, which will later become nationwide by August 2016 (Prime Minister's Office Osaaminen ja koulutus 2015: 5). Continuous expansion, great reception and popularity of the programme have made it notable part of comprehensive education. The idea of the programme is relatively simple: improve students' health and learning by moving. However, even though the idea is good, there is little to none material for supporting teaching subjects, such as languages, at schools. This material package is for adapting the learning by moving idea of the programme into learning English at upper secondary school. Kinaesthetic movement for better health and learning is the main theme of the material package, which is to be used at least in upper secondary school's A-level Course 2 of English. Kinaesthetic learning consist of combinations of language learning, movement and exercising.

The background theories of the material package are discussed in Chapters 2 and 3. Chapter 2 focuses on explaining the past, the present and the future of *Finnish Schools on the Move* -programme, and its importance in the future of education in Finland. The programme's near future is discussed through the statements and goals of the Finnish government. Also, changes in National Core Curriculum of English are discussed because the changes affect the aims of learning and teaching. The aims are connected with the possibilities of kinaesthetic learning in Chapter 3. In Chapter 3,

kinaesthetic learning and its benefits are discussed. The benefits discussed include improved overall learning and health and social benefits. The previous experiences of *Finnish Schools on the Move* -programme are discussed in order to distinguish the reception, possibilities, problems and threats of the programme and kinaesthetic learning methods the programme may provide. The chapter ends with a discussion on how teachers and students may together plan and execute kinaesthetic learning and teaching. Chapter 4 discusses the aims, structure and assessment within the material package. The task types are discussed in more detail, especially on how the task types include ability grouping. The assessment is critically discussed as assessing the material package's exercises can be challenging as there are no direct assessment scales for these types of exercises. And finally, Chapter 5 is the concluding critical discussion section of the positives and negatives with the material package, and the possibilities it provides. The teaching material itself can be found at the end of the thesis.

2 ON THE MOVE: THE FUTURE OF TEACHING

2.1 Finnish Schools on the Move

Finnish Schools on the Move -programme was created by LIKES – Foundation for Sports and Health Sciences. *Finnish Schools on the Move* -programme aims to improve physical, social and mental well-being of Finnish children and youth by including various physical activities into school days. The activities include, for instance, recess exercises and games, and small activity breaks during classes.

The timeline of *Finnish Schools on the Move* -programme begins from a Students to the Move -seminar in May 2006. In the seminar, the foundations for improving Finnish students' health through physical exercises were laid as the programme was originally introduced as a project rather than a programme. *Finnish Schools on the Move* as a project is first mentioned in February 2009 when the project was discussed in the Finnish government. In early to mid-2010, Finnish National Board of Education and the Ministry of Culture and Education both granted aid for the project and the project officially began in September 2010. *Finnish Schools on the Move* -project's mid-report in May 2011 aroused interest in Finnish government and the project was redefined to continue as a programme since June 2011 (Tammelin et al. 2012:8-9).

The project was produced as a pilot study between 2010 and 2012 in forty-five different Finnish comprehensive schools (Tammelin et al. 2012:17). The idea of introducing more physical activities and exercise into school days was well-received and most of the feedback from the teachers and students was positive. Over eighty percent of the teachers said the *Finnish Schools on the Move* -project was visible and beneficial for the schools, and estimated that some the practices were to remain part of teaching even after the end of pilot phase. The most positive remaining practice of all was mentioned to be recess exercising. (Asanti et al. 2013: 22;24).

After the successful pilot phase, and positive feedback and results, the project was expanded into a programme, which currently includes over 1,200 Finnish comprehensive schools. Among the over 1,200 comprehensive schools, there are both primary and upper level schools, and students from all grade levels between 1st to 9th grade. Participating in *Finnish Schools on the Move* -programme is currently not forced into every comprehensive school in Finland as participation depends on every single school (Liikkuvat Koulut Suomessa).

Financially, the schools are not fully responsible for the expenses of introducing

and offering more exercise. *Finnish Schools on the Move* -programme has been funded by the Ministry of Education and Culture and organized by the Board of Education since its pilot phase. The funds come from Veikkaus, a Finnish lottery for Finns, to the Ministry of Education and Culture, which distributes the funds further to the programme and various other forms of arts, sports, sciences and youth work (Veikkaus 2015). The funds during the pilot phase were not simply given to all the schools equally as the funds had to be applied for. The same method of distributing the funds is still in use in the programme (Laine, Tammelin & Turpeinen 2012:17). However, vast amounts of funds are not necessarily required as there are also free-to-use material offered by LIKES.

Finnish Schools on the Move -programme's webpage includes mainly free material for the programme's comprehensive schools. Only some of physical material copies cost money. The material is mostly a collection of *Finnish Schools on the Move* -programme's results and reflections, but there are also leaflets and reference value scales for schools, students and parents to inform them about the benefits and positive effects of having more physical exercise. For instance, Table 3 shows how exercising correlates with success at school in grades five and six. However, the more practical ideas for including more exercise into school days is not in the *Materials* -section, but in *Ideas* -section in the programme's website. The *Ideas* -section includes different ideas for grades from zero to six and grades from seven to nine, because children's needs of recommended exercise changes as children grow older. Besides the recommended amount of exercise, the ways of motivating and instructing students varies based on their age. Amongst the ideas are suggestions for adding physical exercise in class, during recess, before and after school and ideas for working together with directions outside the school (Liikkuva Koulu: Yhteistyö 2015).

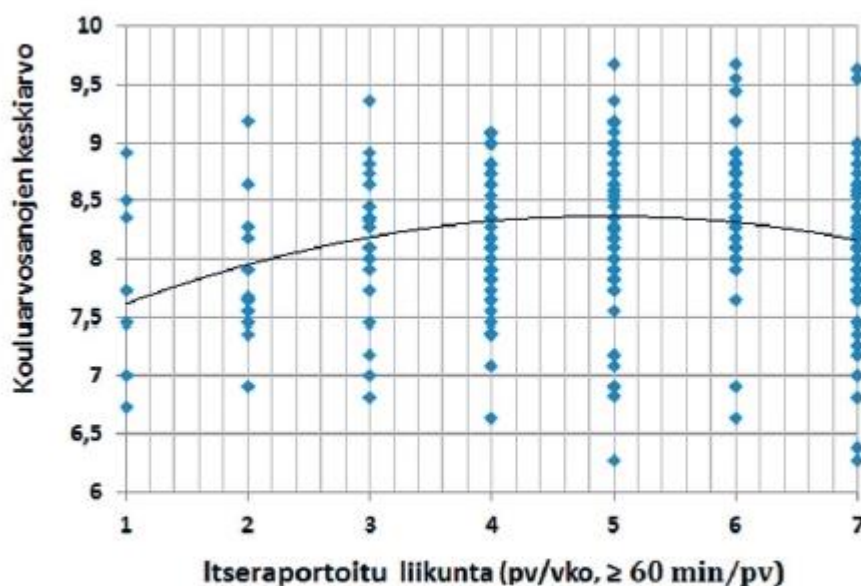


Table 3. Exercising affects school grades. Students' grade means (6-10), the amount of exercise (day/week, ≥ 60 min/day). Created from self-assessments of 5th and 6th graders (Syväoja 2015: 1).

LIKES also accepts and offers free material and ideas made by the programme's schools and municipalities. Even though LIKES' materials are the core of *Finnish Schools on the Move* -programme, LIKES acknowledges the good and beneficial materials to be present in the website's *Materials* -section. LIKES also provides help for people creating their own material if needed. Even though the programme and its ideas are Finnish, not all the ideas and examples of improving students' health, presented in the website, come from Finnish people, foundations or schools. *Finnish Schools on the Move* -programme focuses on improving students' health in Finland, but foreign projects and programmes with similar goals are acknowledged (Liikkuva Koulu: Ideoita Ulkomailta 2015). Improving students' health in various countries across the world seems to be a growing phenomenon, in which *Finnish Schools on the Move* -programme is set to become the first nationwide health programme of its kind for improving students health by making everyday school days more active than ever before.

2.2 Government Programme for Improving Education

After four years of continuous growth and positive feedback from the *Finnish Schools on the Move* -schools, the Finnish government decided to add the programme to the government programme as one of its main programmes. The government programme is set to improve Finnish education and learning in ten years

The main points of improvement of education in the government programme, for years 2016 to 2018, are improving teachers' skills and education, improving digitalized teaching, improving language teaching and making *Finnish Schools on the Move* -programme nationwide. All the improvement plans are set to put in use as separate entities under the title *New Learning Environments and Digitalized Material into Comprehensive Schools*. The exact details of the planned improvements, however, are mostly quite vague as of January 2016. Teacher training is set to be improved, but the exact plans are to be revealed in August 2016. At the same month, improvements on digitalized learning are set to begin as small scale trials, trainings and workshops. All the experiences and results of the trial improvements of learning in teaching are set to be evaluated in December 2018 (Prime Minister's Office Osaaminen ja koulutus 2015).

Even though the government's plans are currently vague, the planned changes are future possibilities for the material package. The material package is set to help in improving teaching and learning, and should be taken into account when training future teachers. The material package provides teachers with tools for different language teaching, which is great for balancing digitalized teaching and sedentary lifestyle.

The future of *Finnish Schools on the Move* is to become a nationwide programme as mentioned in the government programme in 2015. The idea is to add one hour of exercise into school days. However, the idea is not to add one one-hour of physical education, but to scatter the one-hour exercising into many small exercise sessions in class or during recess, like it has been previously done in the programme's schools (Prime Minister's Office Osaaminen ja koulutus 2015). The planned change for making the programme nationwide is a part of the idea of updating learning in Finland and making it more modern and invigorating for students. Among all the ideas for improvement, *Finnish Schools on the Move* is the most detailed change in the programme. As mentioned in the government programme, all the planned changes to learning and teaching are hoped to make Finland the leading country in modernized and invigorating learning in ten years (Prime Minister's Office Osaaminen ja koulutus 2015).

Finnish Schools on the Move -programme is currently only a part of comprehensive education and, even after the expansion in 2016, immediate further expansions have not been announced. However, a new pilot project is set to begin in 2017. The new pilot study is set to test how *Finnish Schools on the Move* -programme could and should be expanded into upper secondary schools and vocational schools (Prime Minister's Office Osaaminen ja koulutus 2015). The pilot study will be similar to

the programme's initial pilot study, and will include only some upper secondary and vocational schools.

According to the Minister of Education and Culture Sanni Grahn-Laasonen (Opetus- ja Kulttuuriministeriö 2015), students at all levels of education do not exercise as much as they should. Minister Grahn-Laasonen spoke at *School Action Day* -event, held at 8th of September 2015, and mentioned that twenty-one million euros will be funded to the *Finnish Schools on the Move* -programme, and its expansion, by the government. Minister Grahn-Laasonen also mentioned that even before the programme has been even piloted in upper secondary and vocational schools, further improvements should be considered. The minister did not specifically mention that the *Finnish Schools on the Move* -programme should also be expanded further to universities. However, the minister did mention that new ideas for motivating students at university level to have more exercise should be thought and found in the future.

2.3 National Core Curriculum for English 2016

Finnish Schools on the Move -programme's 2017 pilot study in selected upper secondary schools is set to be performed under a new National Core Curriculum, which will be introduced in August 2016. The present study focuses on the 2016 version of upper secondary school National Core Curriculum for English. However, the changes in the Curriculum should be observed in order to clarify the changes and future major themes in learning English.

The current National Core Curriculum for English was introduced in 2003 and it has been in use since August 2005 (Lukion Opetussuunnitelman Perusteet 2003: 3). The 2003 National Core Curriculum for English was inevitably to be updated as National Core Curriculum is revised approximately every ten years. The new revised version was published in October 2015. The amount of courses remained the same. For A-level English students, who began learning English as their first foreign language between first to sixth grades in comprehensive school, there are six compulsory and two optional courses (Lukion Opetussuunnitelman Perusteet 2015:116).

The general goals of learning foreign languages, such as English, have been changed and expanded. In the 2003 version, the goals are quite vague. Successful communication, cultural knowledge, self-evaluation and self-improvement as a learner are mentioned as important goals besides achieving a certain level of language proficiency (Lukion Opetussuunnitelman Perusteet 2003: 102). In the 2015 version, the

goals are more detailed and the emphasis is on using foreign languages outside the school. Encouraging students at using language at studying, at work and at leisure is by itself a goal more detailed than any previous goal in the 2003 Curriculum. Self-improvement and evaluation are still important goals, but more attention is paid to developing students as learners through different learning strategies and applying the learned language. The different learning strategies and applying the language are connected with the rest of the new goals. Two of the last mentioned goals are understanding the reasons of learning foreign languages and the languages' possibilities in practice in future studies, future workplaces and in internationalization (Lukion Opetussuunnitelman Perusteet 2015: 113-114).

Living in a global world is probably the biggest change in the Curriculum. Globalization is a new phenomenon in the Curriculum which affects all the areas of learning English. The role of English is no longer just a subject at school, but a subject of understanding diversity and the role of the language in local and global societies. Local and global news and events are, therefore, important subjects in all English courses, and thus a compulsory part of every English course in all upper secondary schools (Lukion Opetussuunnitelman Perusteet 2015:116).

Most of the general goals of the new upper secondary school Curriculum are also well present in the English part of the Curriculum, such as globalization. Amongst all the different goals for students, understanding modern day cultural and social phenomena is mentioned (Lukion Opetussuunnitelman Perusteet 2015: 1;32;116-117). *Finnish Schools on the Move* is one of the phenomena which is yet to arrive into upper secondary schools, but eventually at least some upper secondary schools will be part of the programme's new pilot study. In learning languages, *Finnish Schools on the Move* means learning languages by moving.

3 LEARNING BY MOVING

3.1 Different Learning Styles

People learn through various senses, such as seeing, hearing, feeling and so forth, but different people have different preferences in learning. Some prefer one sense over other senses and, therefore, in teaching different people this fact means that different teaching methods should be used (Dunn and Griggs 2000: 8). Hämäläinen and Koponen (2010: 5-6) have distinguished three major points of introducing different learning methods into teaching. First, a teacher must possess and use various methods of teaching. Second, learning how to learn should become part of the school culture. Finally, a teacher should teach students to learn about their own learning, and how to find their own preferences. The three major points are said to help students to learn better at the school environment and at home with homework.

Hämäläinen and Koponen (2010: 6-7) distinguish four major learning styles: visual, auditory, kinaesthetic and tactual. In learning situations, visual learners prefer seeing, auditory learners prefer hearing, kinaesthetic learners prefer body movements and tactual learners prefer touching by their own hands. These learning styles are referred as perceptual strengths and the styles originate from the Dunn and Dunn learning styles model. The Dunn and Dunn learning styles model includes twenty-one elements in total, of which the four perceptual strengths can further be categorized into two further categories (Dunn and Griggs 2000: 9). The four learning styles can further be divided into analytic learners, who want to know all the details of the subject, and holistic learners, who want to know the subject as a whole. Even though all different learning styles should always be considered in teaching, the main focus of the present study is on kinaesthetic learning. However, this does not mean that other learning styles would be entirely excluded. All four major learning styles are based on senses most people have active all the time and, therefore, completely isolating kinaesthetic learning is impossible. The chosen point of view in the present study, however, is kinaesthetic point of view as the core idea of *Finnish Schools on the Move* -programme relies heavily on kinaesthetic learning and the benefits of it.

However, making language learning kinaesthetic can be challenging. Kinaesthetic learning is not traditionally a major part of learning languages as most of the time language learning is dominated by auditory or visual methods. For instance, the concept of foreign language learning at upper secondary schools, according to the 2015

National Core Curriculum, is based on an idea that languages are seen as texts. Languages as texts means that languages consist of two parts, which are spoken and written language (Lukion Opetussuunnitelman Perusteet 2015: 113). Even though the emphasis may be on speaking, reading and writing, adding kinaesthetic methods can improve language learning, especially for those who are not auditory or visual learners.

3.2 Kinaesthetic Learning

Kinaesthetic learning supports learning through motion. Kinaesthetic learners are said to excel in physical activities, and in learning which includes physical movement and using the learner's body. Physical activity in class is good for kinaesthetic learners as kinaesthetic learners often enjoy all kinds of activities that require movement. However, kinaesthetic learners remember much more about the learning situations with their bodies than just mere class exercises. These body memories remind the learner, for instance, how the classroom temperature or his/her clothes felt in the learning situation. Being active, practising physical exercise and remembering body feelings is not all that defines a kinaesthetic learner. Kinaesthetic learners are also affected by the atmosphere of the learning situation. Kinaesthetic learners can easily sense the mood in the atmosphere, and thus a negative atmosphere hinders their learning (Hämäläinen and Koponen 2010: 6-7).

According to Dunn and Griggs (2000: 29) academically gifted students often possess multiple learning styles, but the rest of students are actually only kinaesthetic learners. It is logical to define, therefore, that all students are at least kinaesthetic learners. Dunn and Griggs (2000: 48-50) mention that traditional teaching methods, such as heavy focus on reading, can eventually make kinaesthetic learners poor learners as their needs are not taken into account. Adding kinaesthetic exercises into different subjects may seem difficult or impossible, and thus the exercises can be completely absent from teaching. Especially in teaching languages, those, who are not auditory learners, are often at risk at falling behind, because kinaesthetic methods are not used (Reid 2005: 89). In order to increase the amount of kinaesthetic learning in schools, teachers need first-hand experience on the learning style itself and possible examples on how to apply it.

Applying kinaesthetic methods into teaching languages is not common, but studies have shown that added kinaesthetic methods can improve learning for both children and adults. According to Asher (1982: 5-9) when learning languages is

connected with body movements, students become less stressed and more focused on learning language skills such as speaking. The additional focus then turns into better learning as improved speaking, reading and writing skills. Since the improvements are connected with the three skills already present in language learning and teaching, Asher suggests that when students are provided with learning by moving, they can surpass students, who are not provided with kinaesthetic learning.

It is possible that kinaesthetic language learning helps students in remembering what they have learned for a very long. When language is connected with body movements, it is possible that students may retain what they have learned for months or even years (Asher 1982: 19). The reasons for achieving desirable learning outcomes are in the two hemispheres of human brain. The right hemisphere responds to learning by moving, but the left hemisphere is used for talking. When a language is learned by focusing on the right hemisphere, learning happens rapidly. However, when the learning turns into speaking out loud, it will not be perfect. Despite the flaws, the development will likely shape the learned language in the direction of a native speaker (Asher 1982: 24-25). Providing students with different strategies for supporting learning through the right hemisphere can thus improve learning languages by providing an alternative for traditional language learning and teaching.

Kinaesthetic learners are not the only ones who benefit from kinaesthetic exercises. Beyond different learning styles, continuous lecturing or general boredom in class may exhaust the class. Kinaesthetic exercises work as energy boosters for students due to the fact that kinaesthetic exercises require movement and involvement, especially in team exercises (Dunn and Griggs 2000: 73). However, the benefits of kinaesthetic exercises affect students even outside classrooms and schools. Students will also gain social and health benefits from learning by moving.

3.3 Social Benefits of Kinaesthetic Learning

A school class is a group of individuals, with different backgrounds and social classes, who should be able to work together. Whether or not a class is capable of working as a unit, in which all people involved are respected, depends on various reasons, one of which is the social relations within a class. Regular exercising can be used for improving cohesion of a social environment (Green and Hardman 2005: 58). When students feel they are in a good social environment at school, their learning results are

likely to be better than of those who do not feel comfortable at school. Adding more exercise into everyday school days can be used as a method of improving social interaction and social relations between students. During the *Finnish Schools on the Move* -programme's pilot phase, researchers found that additional exercising during recesses improved social relations between students of the same class, increased the feeling of being part of a group in school and improved the overall atmosphere (Kämppi and Tammelin 2014: 41).

Good social relations between students increase what Green and Hardman (2005: 182-183) refer as “social capital”. Having social capital means that a person is a member of a surrounding community of people with shared values. Within the community, such as a school, people can also trust each other. Social capital is useful especially in sports and leisure time activities, which may be inspired by the activities presented at school. Therefore, when social cohesion is improved at school and students are offered various exercises, social capital increases and may possibly lead students into becoming more active at leisure time. Leisure time exercises further improve learning as students, who exercise regularly, are often more successful at school (Syväoja 2015: 2).

Aiming for better success by moving more at school is not limited to Finnish-born students as *Finnish Schools on the Move* -programme is for all students regardless the students' backgrounds. Successful inclusion of all students can help both native and foreign-born students in understanding each other (OECD 2010: 76). In the global world, immigration happens all the time and communities become less homogeneous, and Finland is no exception. From 2012 to 2014, over 3000 asylum seekers came to Finland annually, but in 2015 the amount of asylum seekers increased to 33 000 due to conflicts in the Middle East (Finnish Immigration Service 2016). The sudden increase enforces the idea that linguistic and cultural differences need to be discussed at schools. In learning and teaching, different languages provide possibilities for improving language learning, social relations and cultural understanding. For instance, exchange students can tell about their own cultures and the similarities and differences with Finnish culture can be compared and discussed in class. The discussions may include multiple languages which supports multilingualism in learning. Even though the main focus would be English, other languages could be learned at the same time (Lukion Opetussuunnitelman Perusteet 2015: 21).

It should be noted that if a student does not want to participate, it is probably better not just force the student to move. Teachers should be confident and try to

motivate all students to move, even though some students may be more challenging than others. Some students have a negative reception of exercising and do not feel like they are capable or willing to participate. These students especially need motivation, which can often be found in the students' friends or interests. The ways of motivating differ from person to person, but the desired goal is to make exercising feel fun (Kämppi and Tammelin 2014: 58).

3.4 Health Benefits of Kinaesthetic Learning

Physical activities are beneficial for all ages as exercising improves physical and mental health. Active exercising helps to prevent cardiovascular diseases and excessive weight gaining, and sustains or improves physical and mental performance. At schools, different exercising possibilities should be offered as comprehensive schools are instructed to focus more on students' growth, learning and well-being after the change in Curriculum in August 2016 (Kämppi and Tammelin 2014: 41) . Table 4 shows how exercising at school provides students with the basis for exercising.

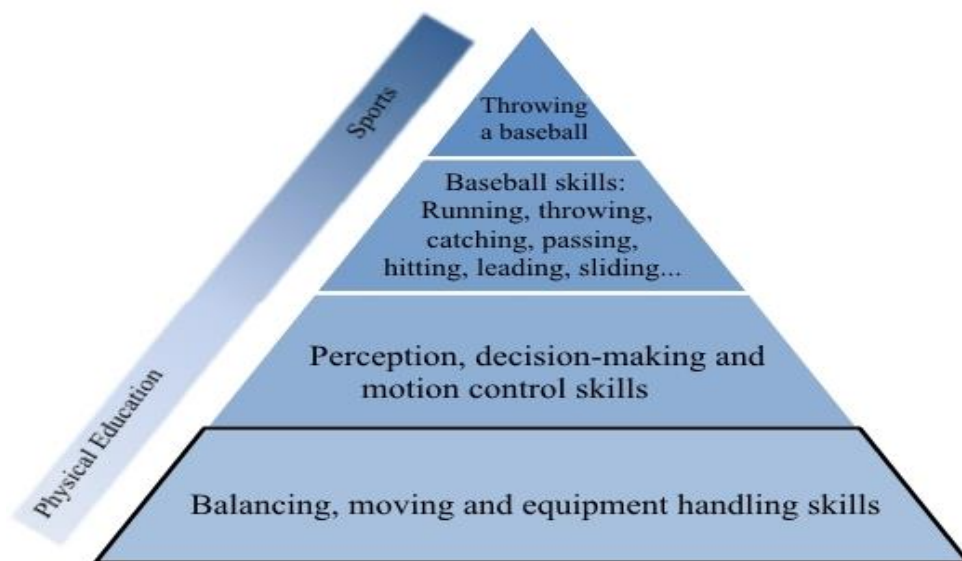


Table 4. Exercising at school works as the basis for exercising in life. At the bottom of the pyramid, there are balancing, moving and equipment handling skills which are taught at school. From bottom to the top, the pyramid shows how exercising at school helps in gaining skills for sports. The bottom basis in the pyramid lead students, in this case, towards playing baseball (Opetushallitus 2016: 16).

The changes towards better overall health are motivated by studies which indicate modern, and possible future, health hazards in different countries. OECD's

(2010: 115) report on obesity reveals that in 2007 fifteen percent of the population of fifteen-year-old or older in Finland were obese. Adding more exercise in all levels of education may help to lower the obesity rate in the future.

Finnish Schools on the Move -programme is one of the solutions for preventing health hazards in the future. Adding exercise in schools is expected to lead to healthier life. Green and Hardman (2005: 66) define health as a separate unit which is in direct relation with two other units, aerobic fitness and physical activity. The three units are connected as a circulating triangle of living healthy, which would be incomplete without one of the units. *Finnish Schools on the Move* -programme's ideas support the triangular approach as the programme aims to improve all three units in education. Green and Hardman (2005: 66-68) state that besides obesity, physical activity and aerobic exercising can help to prevent high blood pressure, and enhance blood lipids, skeletal health, psychological health and well-being. Benefits of exercise will not be achieved if schools keep supporting sedentary nature of teaching and learning in schools. Sedentary living is a problem for inactive children and young adults as the inactive ones are unlikely to become active later in adult life (Green and Hardman 2005: 74).

The benefits of exercising as a child or an adult are more often associated with physical health, rather than psychological health. However, psychological health benefits should not be underestimated. According to Jaakkola et al. (2012: 24) studies support that exercising is beneficial for children. Exercising especially helps preventing anxiety and depression, and it also affects self-esteem and sense of self. These positives of exercising are also supported by Green and Hardman (2005: 68), who additionally state that exercising itself should also be fun and inspiring for the participants as properly produced exercising encourages students to pursue more active lifestyle. The amount of exercising correlates with depression, which decreases the more children have exercise. Similar correlation patterns are also present in the relation between exercising, self-esteem and sense of self. The psychological benefits are connected with social benefits which together support brain health and positive development (Jaakkola et al. 2012: 30).

Gaining health benefit also requires common sense when it comes to exercising. Students' health should be taken into account when using kinaesthetic learning through exercising. Students' health should never be risked. No student is to be forced to take part in exercise which could damage the student. The danger is not in the exercise itself, but in the student. For instance, if a student has a broken leg and the planned exercise requires using legs, the student does not take part in the exercise. Kinaesthetic learning

through exercising, like other types of learning and activities at school, should always be safe for everyone (Jaakkola et al. 2012: 3).

3.5 Teacher and Students Together: Towards Success

Teaching from the material, provided by *Finnish Schools on the Move* –programme, does not require teachers to have training or qualification in physical education. This is because *Finnish Schools on the Move* promotes short periods of exercise as breaks from passive sitting, not entire lessons in physical education. Since teachers are not required any special qualification, there are only two major issues with actually teaching by using kinaesthetic methods. The major issues are uncertainty of teachers and lack of motivation of students.

Green and Hardman (2005: 119) reflect uncertainty as a sign of insecurity, which leads into using restricted practices in teaching. Restricted practices are a problem especially if subject knowledge itself is insecure. Unfamiliar material is seen as difficult to teach, and in subjects like, for instance, foreign language learning, insecure teachers are inclined to trust secondary sources of information, such as books, rather than the unfamiliar material. Teachers' lack of content knowledge may lead teachers into completely avoiding the unfamiliar material. Even if teachers do use the unfamiliar material, there is a risk that teachers only use directed approach and avoid teaching which would encourage problem solving and asking questions. In the context of *Finnish Schools on the Move*, problems of uncertainty may easily arise. Teachers, who are not familiar with kinaesthetic learning, may not want to try using kinaesthetic learning because the material is unfamiliar, or non-existent, and using it is not required from every teacher. The materials *Finnish Schools on the Move* provides are not subject centred and teachers are forced to come up with their own teaching material if the teachers want to use kinaesthetic learning exercises, rather than just simple healthy exercise breaks. Teaching by using kinaesthetic methods is challenging for teachers. There is a lack of knowledge on how to approach kinaesthetic learning exercises and how to gain both health and teaching benefits of the learning style. In the *Finnish Schools on the Move* -pilot project, integration was already a notable problem as only 11 staff members out of 411 from 38 comprehensive schools agreed, in an inquiry, that integration of exercising will become permanent part of teaching at their schools (Asanti et al. 2013: 5;24).

In the present study, there is an attempt to avoid the problem of lacking integration and excessive teacher responsibility of creating material by directly providing the needed material for teaching the English language. Becoming familiar with the provided material and teaching the provided exercises are both on the responsibility of the teachers. The motivation for teachers to do so lies in improved health and learning of students, but students themselves also need motivation.

Motivating students and explaining to them why they all need to do the exercises help in creating positive atmosphere. The main features of successful teaching through kinaesthetic exercising can be found not only in school-based material, but also in medical publications. For instance, general features of behaviour therapy for obese can be applied into classrooms. Feo, Hood and Stocchi (2007: 173) present three general guidelines for the therapy which can be applied into teaching. First, education and planning begins the process, which includes explaining the patients the benefits of exercise and planning a training programme together with the patients. In teaching, a good teacher explains the reasons and positives of exercising and may also plan the exercises with students. Second, the patients are expected to self-monitor their exercising and give feedback from the positive and the negative experiences. Students should also self-monitor their exercising and feelings, and give feedback to teachers on what works and what should be improved. The third and final feature is positive reinforcement. Positive feedback is essential for both the patients and students. A successful teacher encourages, compliments and congratulates student groups in exercising tasks, because positive group feedback may increase overall confidence and cohesion of student groups.

3.5.1 Previous Experiences on Finnish Schools on the Move

During and after the pilot phase of *Finnish Schools on the Move*, LIKES has been collecting feedback and opinions about the programme through inquiries. School staff, students and parents have had a chance to reflect their views and opinions about the programme, and its success. All the feedback, however, has not been positive. By using phone interviews, free-form, multiple choice and strengths, weaknesses, opportunities and threats (SWOT) -analysis inquiries, different views and aspects on *Finnish Schools on the Move* are easy to distinguish.

During the pilot phase, the people in charge of the project in schools estimated that the pilot was almost a complete success. The pilot schools consisted of almost 10

00 students at most (Laine, Tammelin and Turpeinen 2012: 17). The pilot's feedback was collected from 38 schools, including 411 staff members. Many positive aspects were mentioned, such as increased activity during recesses, improvement of atmosphere at the schools, better studying focus in class and the staffs' awareness of the use and benefits of exercising increased. School staffs were equally positive on the feedback. Over 80% mentioned that the project has been beneficial and almost 80% believed that some practices will remain even after the pilot. However, even though the majority of the feedback was positive, there were also some negative experiences. The people in charge of the project in schools mentioned that lack of time and problems with scheduling exercising properly were the most common problems during the pilot phase. Also, arranging exercising was often left for the person in charge of project at school and the persons said that students were initially hard to motivate (Laine, Tammelin and Turpeinen 2012: 24-25; 52).

After the pilot phase, the ideas of *Finnish Schools on the Move* were still being reported as mostly positive. Aira, Laine and Turpeinen (2015) reported the different views and opinions of various municipalities, in which *Finnish Schools on the Move* had been active between 2012 and 2015, had about the programme. The overall reception was great as none of the municipalities ranked the programme's success under eight out of ten on a scale from one to ten.

Students' participation in the programme during pilot phase has not been well documented because some of the needed information for reporting lacked. However, over 50% of primary school students participated in the exercises every week, and almost 50% participated in the exercises on daily basis. Upper comprehensive school students, on the other hand, approximately participated much less in the exercises. The students were also more negative towards exercising, criticising exercising on the school yard and the fear of sweating. Also, many of the students felt that exercising does not belong to everyday upper comprehensive schools (Laine, Tammelin and Turpeinen 2012: 21; 28).

Between 2012 and 2015, after the pilot, students' ideas and opinions were further taken into account when designing the executing of *Finnish Schools on the Move* in municipalities. For instance, upper comprehensive school students' ideas and opinions were the starting point at Hankasalmi. The students were given a part at designing and execution of ideas at their school (Aira, Laine and Turpeinen 2015: 4). Similar input and execution possibilities were also present in various other municipalities.

Parents and their attitudes towards exercising should not be ignored as parents

may have a major influence on their children's opinions about exercising. During the *Finnish Schools on the Move* -pilot, many primary schools' staffs worked with parents in order to create more possibilities for exercising. Parents were given a permission to use school's sports equipment for exercising at evenings and parents also had a chance to participate sporting training with teachers. The cooperation was reported as successful and inspiring activity for all (Asanti et al. 2013: 25). Working with parents is not a new phenomenon by any means, but it is important for both the schools and the students in every school. Cooperation with parents is a great way to affect opinions and attitudes, especially when it comes to introducing new elements or methods into education. School-based efforts reportedly work better when parents and schools are working together for better social progress (OECD 2010: 13).

Progress is a key term not only in the development of the society, education and people, but also in the development of *Finnish Schools on The Move* -programme itself. The municipalities' SWOT -analysis reveals some of the possible future developments in the municipalities, schools and the programme. For instance, interaction between schools, cooperation of municipalities, working with various clubs and connecting school day activities with the aims of 2016 National Core Curriculum are seen as major possibilities (Aira and Laine 2015: 5). Even though the possibilities seem tempting, they are only estimated possibilities and not directly connected with everyday school days. The core of the programme, exercising, learning and execution, still happens at schools among teachers and students after all.

3.5.2 Led by the Teacher or a Student?

Teachers have traditionally been the leaders to students at schools. In *Finnish Schools on the Move* -programme, teachers are usually the ones who introduce the programme, and its ideas and reasons, to students. Students may have heard about the programme before the introduction, but teachers possess deeper knowledge about the programme and its execution in class. Teachers have to know what the programme is and how it works in practice, and thus many teachers have been locally trained to be able to lead their class, or all the students, in exercising (Aira, Laine and Turpeinen 2015).

A proper knowledge, training and motivation provide teachers with good basics, but there is more to successful leadership at schools. For instance, a good teacher may follow *The Three Imperatives of Fleming* in education (Fleming and Kleinhenz 2007: 52). *The Three Imperatives* are:

1. Students require a teacher whom they believe cares for and supports them in their learning
2. Students require work at their level
3. Students require friends at school

Teachers are the leaders in practising *The Three Imperatives*. Fleming emphasizes that teachers should highlight the good qualities of all students, which is a part of creating positive learning atmosphere. In the positive atmosphere, students are given exercises to match their level. Students are not put through too difficult exercises, because they stress the students and do harm to the learning atmosphere. Producing successful learning is not completely successful if the students' social relations are disturbed. A good leader should support inclusion and ban exclusion completely. Supporting inclusion especially helps those with poor social skills (Fleming and Kleinhenz 2007: 52-54). Even though *The Three Imperatives* are designed for teachers, students can also benefit from them. Teaching and encouraging leadership skills can both be used for switching the leading position from teachers to students.

Before deciding to give students any power in leading an exercise session, teachers should carefully think how the whole scenario could work. Teachers are responsible for their students. If something goes wrong during an exercise, teachers are the responsible ones, even if the exercise was led by another student (Capel and Whitehead 2010: 135). However, short break exercises *Finnish Schools on the Move* and the present study focus are not dangerous by any means, unless teachers neglect students' safety and health.

Most of the time, there are not many risks for students or teachers. Rationally thinking teacher knows when a student can lead the class in exercises. Whoever is willing and able to lead other students in such exercises is decided by the teacher. There are free example exercises which can be instructed and taught to students in order to make the students repeat the exercises without a teacher (Liikkuva Koulu: Ideat Luokille 7-9). However, learning such exercises takes a while to memorize. Teachers can provide the leading students with exercises, but the exercises can also be designed by students for students.

3.5.3 Students' Ideas Included

Even though teachers have a proper training and resources for teaching, students, and their wishes in adding something into teaching, should not be ignored. Students have been involved in coming up with ideas and executing the ideas and exercises in *Finnish Schools on the Move* -programme. The importance of students being actively involved in coming up with their own ideas and expressing their opinions as a part of the programme becomes increasingly important the older the students are. When the pilot project's success was reported, continuous and systematically participation of students in planning the future of *Finnish Schools on the Move* was mentioned amongst the most important points of the programme's future (Laine, Tammelin and Turpeinen 2012: 28;55).

Three years later, many municipalities were reportedly actively encouraging students' participation in the development process. Students had, in various cases, become leaders and supervisors of recess activities and exercising. For instance, at Hankasalmi's upper secondary school, there is an action room built for students and supervised by students. The idea of an action room likely originated from the students' improvement ideas, which were the starting point of the programme at Hankasalmi (Aira, Laine and Turpeinen 2015: 4).

Aira, Laine and Turpeinen's (2015) report reveals that students may be active participants when it comes to activities and exercises outside the classes, but there are no mentions of in-class activities originated from the students' ideas. It is unknown whether the students have had any input or chance to affect teaching itself in class or not. Students' input in in-class learning has potential for better language learning through kinaesthetic ways. Reid (2005: 89-90) states that teachers should encourage students to come up with their own ideas and innovations for better language learning. Using students' ideas and innovations motivates learning and broadens input possibilities, which can be used by teachers and students alike. New innovations and practices can help teachers and students to develop new mnemonic strategies.

However, the integration of exercising in classes was already seen as a major challenge during the pilot phase as only 11 staff members out of 411 from 38 comprehensive schools mentioned that integration will remain even after the pilot (Asanti et al. 2013: 5;24). It is strange, however, that overall teachers' reception of integration was reportedly above average (See Table 5). No reasons were mentioned, but if integration is a massive challenge to teachers, all possible sources of ideas, such

as students, should be considered as future possibilities.

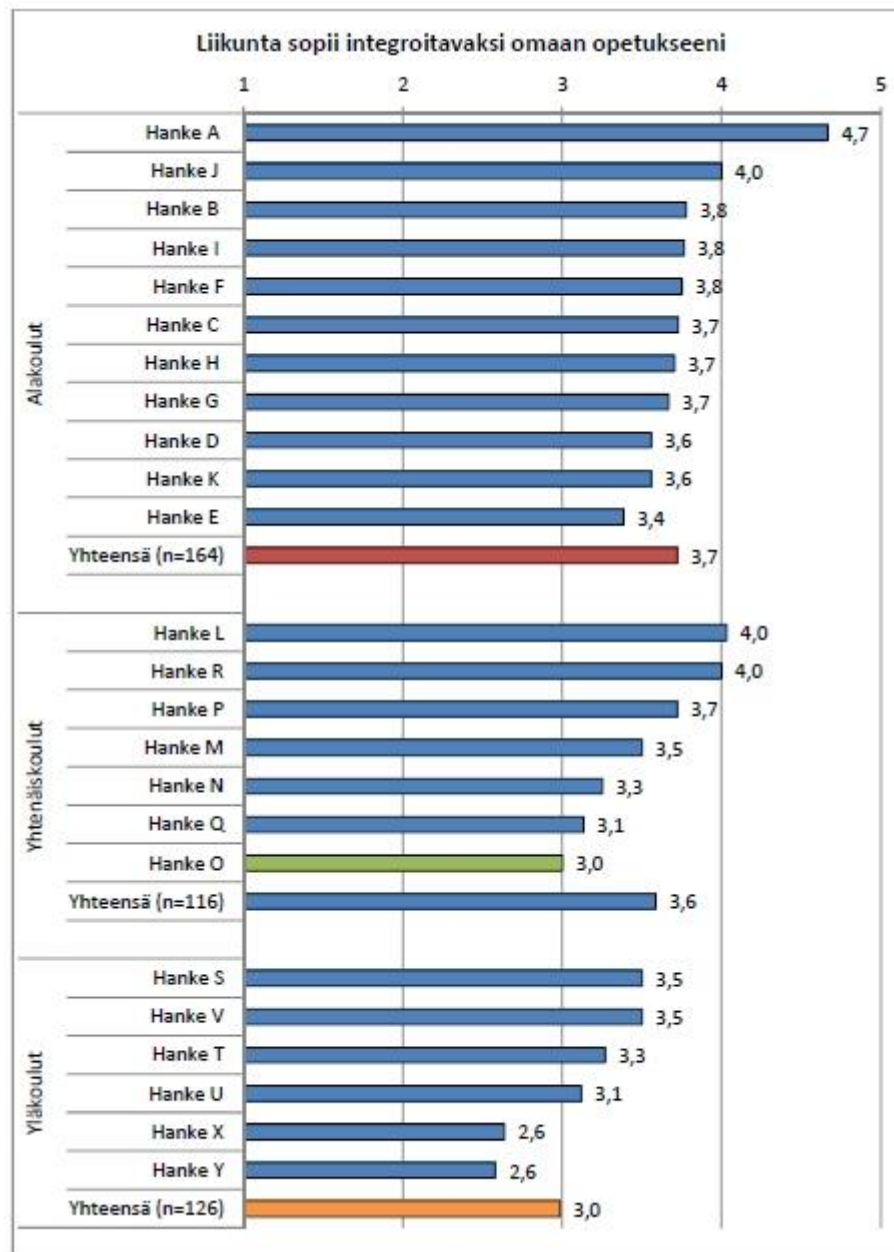


Table 5. The reception of integration by teachers. 1: integration does not fit at all, 5: integration fits perfectly. The receptions are divided into primary schools, comprehensive schools and upper comprehensive schools. Each school type's mean of reception is the last bar in each section (Asanti et. all 2013: 53).

4 FRAMEWORK OF THE MATERIAL PACKAGE

4.1 Aims

The aim of the material package is to offer a set of exercises for improving students' social, physical and mental well-being and learning in class. All the improvements are designed for learning English at upper secondary schools. The exercises are designed to be small activity sessions in class. Even though most of the material is for in-class use, some of the exercises are to be used outside the class as homework. All the exercises are to improve language learning through kinaesthetic methods. The material helps and encourages students to learn English by moving and feeling.

All the exercises are designed for adapting *Finnish Schools on the Move* - programme, and its ideas, into Finnish upper secondary schools. The positive results and reception of the programme in comprehensive schools indicates that the programme should be introduced into higher levels of education in order to improve teaching and learning. The Finnish Government has also noticed the success of the programme and has decided that testing the programme in selected upper secondary schools is set to start in January of 2017. The material package is to be used as a support material in the selected test upper secondary schools, but the use of the material package is not limited to the test schools. Any upper secondary school can use the material package, even before the testing even begins.

Changes in National Core Curriculum are taken into account as the updated Curriculum comes into effect in August 2016. The material package supports the goals of language learning of the new Curriculum and also supports English teachers in the changing process from previous Curriculum into the new one. After the change, teachers are able to use the material package as a teaching tool, which benefits teachers and students alike. Kinaesthetic exercising provides students, and teachers, with benefits, such as improved learning atmosphere, enhances physical condition, better motivation and excitement for trying something different.

4.2 Target groups

The material package is to be used as a part of A-level Course 2 of English in upper secondary school. The material supports the general goals of learning English as a foreign language such as global importance of the language, intercultural

communication, knowledge of language requirements in working life and self-evaluation and future plans of studying English (Lukion Opetussuunnitelman Perusteet 2015: 116-117).

Since the Course 2 of A-level English is compulsory and emphasizes communication and intercultural globalization, most of the exercises are planned around the theme of globalization and communication. The themes in the exercises are explored by combining body movements, human contact and various senses with traditional language learning, such as speaking and writing. Combining the English language with kinaesthetic learning enables students to experience the language through more varied methods. Kinaesthetic elements in the exercises can be especially helpful for those who are struggling with their learning. The material's kinaesthetic exercises also support the other main goals, physical, psychological and social well-being and awareness of the possibilities and threats of digitalization. All in all, the material package supports Course 2 in a form of kinaesthetic learning, which is rarely part of learning languages. The material package offers a set of different types of exercises which are rare or completely absent from textbooks, because the exercises do not require textbooks.

4.3 Organization of the material package

The material package is divided into four different sections. All the sections have material for supporting the goals of language learning, which are mentioned in the 2015 National Core Curriculum for foreign languages (Lukion Opetussuunnitelman Perusteet 2015: 113). The four sections are titled *General Ideas*, *Student's Material*, *Teacher's Material* and *Printouts*. The first section, *General Ideas*, includes many general tips and recommendations on how to make a class more kinaesthetic. *General Ideas* -section does not include actual tasks or exercises, just simple and general ideas on how students can be in class without having to traditionally sit in a school desk. The second section, *Student's Material*, includes exercises and tasks for students to perform without a teacher. The exercises are mainly designed for homework, but some exercises in the section are extra exercises for those wanting to learn more through kinaesthetic ways. The exercises include physical exercising, creating art, debates, discussions, problem solving and other active tasks. Similar topics are also present in the third section of the material package. The third section, *Teacher's Material*, consists of exercises a teacher may choose to do during lessons. The exercises are instructed and lead by a teacher, but a teacher may choose a student to lead the exercises. Whether or not to include student

led exercise-sessions into lessons depends on teachers themselves. In addition to the second section's topics, *Teacher's Material* also includes, for instance, a tasting exercise and integration with other school subjects. Both the second and the third section exercises are designed as individual exercises, which can be performed in any chosen order. The final section, *Printouts*, includes printable material, which consists of extra exercises and additional information prints for supporting learning outside the school. The additional ones are, for instance, suggestions for break activities to be done at home.

4.4 Task types

The material package mainly consists of kinaesthetic learning material, but there are some exceptions. Since kinaesthetic learning happens through the movement of the body, the task type variation is not major. The task types include exercises which make the learners move their whole bodies or just parts of the body. Whether the exercise is about moving the whole body or just a limb, the idea of the exercises is to make the learner remember the feelings of the body and the movements of the learning situation (Hämäläinen and Koponen 2010: 6-7).

The task types make learners take distance from textbooks and learn English through the exercise movements. The language is learned through exercise tasks in class with all the students present, thus making sure that everyone actively participates the learning situation. The exercises can be done as a group, in small groups, in pairs or individually, depending on the exercise. However, the exercise instructions are only recommendations as teachers are free to modify the exercises to fit the teaching situations. For instance, a group exercise can be done in pairs, if the teachers so decides. However, the main themes of the course 2 are globalization and communication and, therefore, most of the exercises are designed to be communication exercises which also include multicultural elements. The themes enable students to discuss, debate and evaluate their opinions while also dissolving possible stereotypes students may have.

All the exercises have three possible degrees of difficulty, labelled as *Easy*, *Medium* and *Hard*. The difference between the three degrees of difficulty is due to student groups being different. The challenge comes from both the language and the required movement. However, the challenges are more language oriented as the language is the main focus of learning. There is variation on how much English is required in the exercises which helps students to perform on the level they are

comfortable with. At best, students may find the most challenging version of an exercise interesting which further challenges their learning and knowledge. However, individual differences in students, and groups, should be considered before the exercises. A *Hard* level of exercise might fit one group, but for other groups, the *Hard* level may be too difficult. Teachers should observe student groups, and individuals, before deciding which level is the most prominent at the moment. The three levels also help in ability grouping, thus making sure that students get exercises which match their level (Fleming and Kleinhenz 2007: 52). Teacher may choose different levels for different students or let the students decide how much they are ready to challenge themselves.

The exceptional task types in the material package are the exercises which do not directly involve language learning. Some of the exercises are recommendations for improving one's own learning and health. The exceptional task types are found only in the *General Ideas* and the *Printouts* -sections, as they optional advices, tips and tricks, which may help students' learning in all subjects.

4.5 Assessment

Assessing kinaesthetic learning through exercising can be challenging. Since the material package offers a set of exercises which by themselves are not enough for teaching Course 2 A-level English, summative assessment of the exercises does not directly reflect the Course grade. Through constant motivating and feedback, a teacher should provide students with formative assessment during the Course. Formative assessment helps students develop as learners (Capel and Whitehead 2010: 120). However, at the end of the course, summing up the success of the exercises should be taken into account when grading students in order to make the exercise matter.

At school, the exercises designed to be used in class can and should be observed and assessed by the teacher. However, there is no direct way of assessing the success of individual students just by observing how well a student performs during an exercise. There are no guidelines for measuring the success of short activity exercises in the Curriculum (Lukion Opetussuunnitelman Perusteet 2015). Therefore, mere observation is not enough, and in order to improve the hypothetical assessment, teachers need more information about the success of the material package's exercises.

Kinaesthetic homework exercises of the material package are a good method for learning more about the attitudes and interests towards the exercise tasks. Checking whether students have done their homework exercise may be difficult, unless students

are to report what exercise and/or level of difficulty they did. The homework reports can indicate how interested students are about the exercises and how much effort students are ready to put in their own learning process. For instance, if a student always chooses to do the *Easy* level exercises, it may indicate that the student is not willing to challenge one-self, or that the student does not care about exercises. However, the homework reports give limited information. If a teacher wishes to gain more information, a good teacher also makes students evaluate themselves from time to time.

Self-evaluation is a valuable method for gaining information about students' personal opinions about the exercises and the exercises' success. Self-evaluation also supports students' growth as lifelong learners (Kallioniemi, Niemi and Toom 2012: 664). Teacher can easily notice what works and what needs to be improved by looking into students' self-evaluations. The positives and the negatives are both accountable. Possibly the best assessment method is to combine teacher's notes of the students' success in in-class exercises, homework reports and self-evaluations into one entirety. The three sources provide the teacher with plenty of information on how well the students have performed and how well the exercises work.

5 DISCUSSION AND CONCLUSION

The material package is primarily designed for helping English teachers use kinaesthetic learning and exercising at upper secondary schools. Even though the material is designed to be used in teaching Course 2 of A-level English, the material can be adapted into teaching other English courses, or languages, as well. Teachers can make small changes to the themes, words and exercises themselves which makes it easy to adapt for any language course. The purpose of the material package is to offer new ways of teaching and learning English and other languages.

The positive aspects of the material package, besides its adaptation possibilities, are large in numbers. First, the material package is beneficial for both learning and health at the same time. Students, and teachers, can learn by moving and have health improving active breaks from monotonous sedentary lifestyle, which is a large part of school-based education in Finland. Secondly, using the material package helps in activating and motivating students. Having breaks forces students to move and become active instead of sitting in a school desk reading, listening or writing. A successful exercise boosts energy levels and positive group feedback motivates students to learn even after the exercise has ended. Thirdly, the exercises improve social atmosphere as everyone participates. Whether the exercises are done as a group, in pairs or in other formations, the exercises make students feel like they are a part of a positive social atmosphere, where no one is left alone. The positive atmosphere also further enhances learning. Fourthly, the material package helps teachers in integrating language teaching and exercising. Lack of successful integration has been a challenge for *Finnish Schools on the Move* -programme and the material package aids in fixing the issue of integrated learning. Integration becomes easier when teachers are provided with the material, in which the integration has already been done. And finally, when the trials of Finnish Schools on the Move -programme in upper secondary schools begins in January 2017, English teachers already have the needed material for at least one course. It should also be noted that if the trials go well and *Finnish Schools on the Move* is later introduced into all upper secondary schools, the material package can be used in all the schools.

Even though there is a lot of positive aspects and possibilities, the material package is not without faults. First of all, there is no guarantee that teachers are willing to use the material package. Kinaesthetic learning and teaching, especially through exercising, may seem to be a too big of a challenge for teachers, who have never used kinaesthetic teaching. Even though the material can directly be provided for teachers,

the material can be considered as a new and scary method, which may not suit their teaching. Doubting one's own capacities of teaching from the material package may make teachers think that the traditional learning methods are the only ones a teacher can surely trust. Secondly, the previous experiences of *Finnish Schools on the Move* in comprehensive schools have some negative signs when it comes to motivation. As the students grow older, the reception of exercising in student feedback decreases. Now, when similar material and exercising is offered to students older than those at comprehensive level, the reception may be even more negative than at comprehensive level. However, there is no guarantee that the student reception of the material package is negative as there is no data currently available for analysis. Finally, since the trials of *Finnish Schools on the Move* -programme in upper secondary schools do not begin until January 2017, there is no possible data to show whether the programme becomes successful at upper secondary schools or not. While the material package does not directly involve *Finnish Schools on the Move* as a whole, the possible lack of *Finnish Schools on the Move's* success at upper secondary school level may hurt the reception of the material package later in the future as the theories largely involve the programme's ideas.

Despite all the negative aspects of the material package, the positives are far greater than the negatives. The positives are more probable than the negatives, since the negatives are only hypothetical and largely depend on aspects beyond the material package. However, the negatives are possible problems after all, but that does not mean the negatives should prevent teachers at least trying the material. The true challenge of the material package is not its content, but the users, teachers, who may or may not choose to try new methods for learning at the upper secondary school level. The material package is a possibility for all to improve learning and teaching by trying something new which would not completely replace textbooks in teaching English.

The most important aspect of the material package is the idea behind creating the material package. The material package rounds up the past, the present and the future of teaching English through kinaesthetic methods. In the past, kinaesthetic exercises in language teaching and actively fighting against sedentary lifestyle were both needs absent from education. Since students, like all people, are at least kinaesthetic learners, leaving out kinaesthetic exercises has meant leaving out a major part of educational possibilities. The same can be said about sedentary lifestyle's negative impact on students' learning and health. However, *LIKES' Finnish Schools on the Move* -programme has been supporting kinaesthetic exercises in recent years, while

mainly fighting against sedentary lifestyle's negative impacts on learning and health. The present day success of *Finnish Schools on the Move* is constantly improving and expanding, and becoming a nationwide programme is inevitable since it has been confirmed by the Finnish Government. The investments in to the future education are guiding education towards sharing the same values as the programme in all levels of education. The expansion of the programme from a pilot study into a nationwide phenomenon cannot be understated. The success brings new possibilities for all learners as *Finnish Schools on the Move* is a great basis for helping teachers in understanding how they can use kinaesthetic learning in education. The material package even further helps teachers in practising kinaesthetic exercises. The material package is for improving the future and the possibilities in education as there is a need for healthy kinaesthetic exercising in teaching and learning in all levels of education. There is a chance that *Finnish Schools on the Move* -programme expands even further than it has been currently planned, possibly making its way into university education as well. The future, however, is uncertain. All in all, the material package as a whole can be considered a prototype model for the future of language education. The material package also offers a possible basis for further studies and material packages that may follow.

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Appendix 1: HAVE A BREAK, MOVE AND LEARN BETTER: A material package for introducing more kinaesthetic exercises into upper secondary school English classes



HAVE A BREAK, MOVE AND LEARN BETTER

Teemu Toikka

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For Teachers: A Not Too Serious Introduction

Teaching has come a long way from being all dry, flavourless and serious experience led by a dictator (teacher). Thankfully, this is not the case anymore, and I think I just used humour for relieving both of our stressed minds just a little bit. At least I hope so. But on a serious note, you must be reading this because you want to add some kinaesthetic learning into your English teaching. That's wonderful! It's a great way of improving both health and learning at the same time. Kinaesthetic learners are often left without support in language classes, as the learning is generally heavily book oriented. Yes, writing is kinaesthetic learning, but there is much more options a teacher can do for kinaesthetic learners. The material you are about to read can be your solution!

The inspiration for the material package came from Finnish Schools on the Move – programme, which was created by LIKES – Foundation for Sports and Health Sciences. The programme aims for improving physical, social and mental well-being of students by introducing more exercising into school days. The exercises are often short breaks during a class or recess, which rarely, if ever, include actual learning. Sure, the positives of having small exercising sessions are numerous: reduced stress, more energy, more happiness and enjoyment, increased motivation... the list goes on and on. Now, what if all the positives could be carried into teaching languages, like English? Wouldn't that be great! And that's the core idea of this material package.

One of the positives of the material package is that it provides a great alternative for traditional language teaching. Kinaesthetic learning especially supports those who are not auditory or visual learners, but everyone can enjoy kinaesthetic exercises. They provide a great alternative to sitting down and staying still. But is kinaesthetic learning all about moving? Of course not. There are other possibilities, such as tasting, drawing, role-playing and building sandcastles. I'm serious!

Oh, it gets better! The kinaesthetic exercises in this material package can be done in pairs or groups which can improve the learning atmosphere and social relations between students. It's a great way for students to experience debates and serious discussions with familiar people instead of complete strangers. But what if some students need more challenging exercises than others? Even harder exercising or more challenging language exercises? Fear not, each exercise comes with three different difficulty levels: easy, medium and hard. Teachers and students have a chance to select the appropriate challenge for each exercise. Now that's ability grouping! But how is all this awesomeness organized in this material package?

The first section of the material is called *General Ideas*, which includes general ideas (really) for making your classes more kinaesthetic. The second section is called *Student's Material*, which includes homework and exercises students can do without a teacher. However, the exercises are designed for educational purposes so the given instructions are for teachers to pass on to the students the way teachers feel comfortable. The third section, *Teacher's Material*, includes in-class activities, which can also be morphed into homework. Some of the exercises already have homework element written within the exercise. Some exercises require materials which are rarely, if at all, available at schools. Read the exercises beforehand! The final section, *Printouts*, is not the least important section. For real. It includes some ideas for improving students' learning, confidence and health at home. The whole section is designed to be printed for the students. Of course, students are not forced to obey the ideas of the section, but they might find the ideas beneficial. Teachers may also learn a thing or two by reading the *Printouts* section, so why not to print the section for the teachers too?

In conclusion, this material package is offering kinaesthetic exercises and health tips for both students and teachers. While the exercises are designed to be used in teaching English, the exercises can easily be adapted into other languages as well. Or even other subjects too! Teachers, use your imagination with the exercises and feel

free to make the exercises your own.

Sincerely yours,

Teemu "I made a joke at some point" Toikka



GENERAL IDEAS

A typical classroom is filled with school desks, in which students and teachers sit through most of their days at school. Sedentary nature of learning at school does not benefit students. On the contrary, it hinders the learning process. But it may seem terribly hard to shake up the classroom since the school desks have such a long and successful history in learning and teaching. What should be changed? What could be changed? These basic instructions will help you, the teacher, in fighting against sedentary lifestyle at your classroom.

1. Create Standing Workstations

One of the very first moves in fighting against sedentary lifestyle is to get rid of some of the chairs in class. Standing workstations will provide a viable alternative for sitting. The workstations are high school desks without a chair. Students should take turns on the workstation(s) so each person has to experience learning by standing. If proven successful, more workstations can be added into classroom.

2. Chairs Become Desks

Move desk chairs onto the desks. This effectively changes all the desks into standing workstations. In practice, students' chairs may be too tall for this change. Observe whether or not the change could be made beforehand.

3. Replace Chairs with Exercise Balls

Sitting properly in a traditional school chair can be unpleasant and harmful for posture. Completely replacing the chairs with exercise balls can add enjoyment in class. The balls are to improve students' posture while being enjoyably silly at the same time. It takes a bit to get used to sitting on exercise balls, but after a while, there will be no problem.



4. Hand Out Stress Balls

While not important for improving students' health, stress balls may improve learning. Squeezing the stress ball relieves student's stress and may also improve concentration in class. Stress balls are especially useful for tactile learners.

5. Bring a New Object to Class Every Week

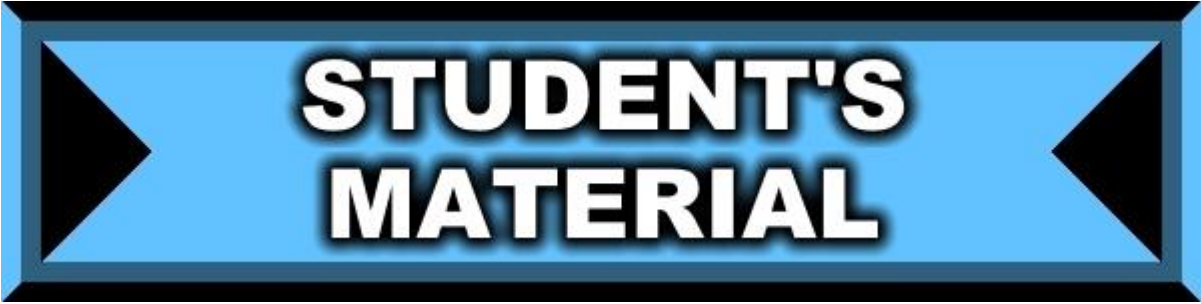
Students can remember learning situations through remembering an object they have seen or felt at the time of learning. Bringing a new object into a class every week may help students in remembering what they learned. For instance, a new poster or a toy are recommended objects. Remember to replace the previous object before bringing in another one!

6. Brainstorm with Students

Students may have great ideas for improving their own comfort and learning in class. Ask students what they would like to have or do in class. Students may come up with ideas you have never even thought before. New ideas are always welcome!

7. Try Actually Using the Material

It may seem like self-evident thing to mention, but really, these general ideas can be applied into any subject. However, you want to teach English, and even better than before, by using kinaesthetic methods, which are rare amongst language teachers. Forthcoming exercises and homework provide you with great extra material for your English classes. Keep going forward and try the exercises!



STUDENT'S MATERIAL

These exercises include homework and in-class activities which students may perform even without a teacher. Notice that most of the medium and hard exercises are derived from their easy counterparts. Always read the easy section before selecting medium or hard! Also, some exercises add up to the previous difficulty so pay attention! Teachers are free to make their own changes to the exercises if needed.

Homework: Moving Communication

EASY

In pairs, take a walk for at least 10 minutes and discuss what you two have done today. Use only English! It doesn't matter if the sentences are short and simple. The main point is to make sure that the other person understands what you say. Make notes and be prepared to share them with other classmates.



MEDIUM

In pairs, go jogging or cycling for at least 15 minutes and discuss what you two have done today. Use only English! Try using long sentences every now and then. Make notes and be prepared to share them with other classmates.

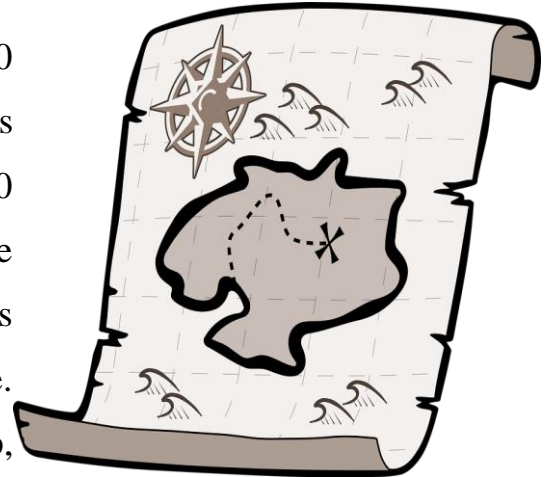
HARD

In pairs or in a group, have a 30 minute-long exercise session (any sport) and discuss what you have done today. Use only English! Use only complete sentences while communicating. Make notes and be prepared to share them with other classmates.

Homework: Of Maps and Moments

EASY

The exercise begins at your front door. Take 10 steps forward, 5 steps to the right, 20 steps forward, 10 steps to the left, 10 steps forward, 10 steps to the right and 2 steps backwards. Where are you? What do you see and feel? Make notes about the situation. You can also take a picture. Prepare to discuss in class where you ended up, what you saw and what you felt.



MEDIUM

Instead of discussing the exercise in class, write an essay of 100 words about the situation. You may also include a picture of the situation. Be realistic with the situation!

HARD

Write an essay of 200-300 words about the situation. Instead of being serious, you are allowed to use your imagination as much as you like. You may also include a picture or an edited picture of the situation.

Homework: Shopping Time!

EASY

Go to any kind of shop. Try shopping by using English. You understand Finnish, but you can only communicate in English. Remember to be polite! Also, be smart on what you buy and don't waste your money because of the exercise! Make notes and prepare to discuss the exercise in class.



MEDIUM

Instead of understanding Finnish, you only understand English. You still need to communicate in English. Remember to be polite! Make notes and prepare to discuss the exercise in class.

HARD

You only understand English, but you need help with your shopping. Ask for help from anyone around you. Once someone is able to help you with your shopping, you may leave the shop. Remember to be polite! Make notes and prepare to discuss the exercise in class.

Homework: Snow is Art

EASY

Snow is great building material. In pairs, create a snow sculpture about something you both like. During the planning and creation, communicate by using only English! Take a picture of your sculpture and prepare to discuss your creation in class.



MEDIUM

In groups of three or four, design and create a snow fortress. The fortress doesn't have to be huge. Communicate by using only English! Take a picture of the fortress and write a short report (50-100 words) as a group about the building process.

HARD

In groups of three or four, design a snow creation of your choice. Besides snow, you should use other materials too, such as sticks, rocks or clothing. Anything goes! Communicate by using only English! Take a picture of your creation and prepare a group oral presentation about the group's teamwork and experiences during the creation process.

Homework: Show and Tell

EASY

Bring an item that is important to you and prepare to tell about it in English. Students form a standing circle in which everyone tells about their precious item. Before talking about the item, the item is put in rotation for others to touch and see. After everyone has had the item in their hands, the owner of the item gives a short presentation on what the item is and why it is important to the student.



MEDIUM

After everyone have talked about their items, form groups of four and plan a short drama play based on the items in the group. All the items must be included in the play! Communicate and present the play by using English!

HARD

Instead of simply showing and telling about the item, prepare a power point or video presentation about your item. However, you must bring the item in class for other to see! Use only English!

Homework: Three Items

EASY



Bring to the class three small items of your choice. In pairs, stand up and discuss what the items are and how you should use them. Is there something similar with the items? Can you combine some of the items? Discuss in English and prepare to share your discussions with others.

MEDIUM

In groups of four, after discussing the items, prepare a play, in which you use all the items, for the next time. Everyone's roles are based on someone else's three items! You can choose either speaking or using written signs in the play! You can also combine the two! Use only English!

HARD

When you choose the three items at home, do not bring the items with you. Instead, bring pictures of yourself as the items! In groups of four, gather around a desk and try figuring out what everyone's items are by using only English! Print the pictures or show the pictures from your camera/phone. Prepare to explain at least one of your own photos to everyone!

Homework: Wall of News

EASY



Find a piece of news from an English news website or an English newspaper. Write, print or cut it from the source and bring the piece of news with you to class. Prepare to explain the piece of news to others in class. In class, place it on a wall and stand next to it. Each student tells about their piece of news one by one in English.

MEDIUM

Instead of presenting the piece of news alone, choose a partner, with whom you must first talk about your pieces of news and then draw a picture, in which both of the pieces of news appear. Then place the pieces of news and the picture on a wall and stand next to them. Each pair tells about their pieces of news, and the picture they drew, pair by pair in English.

HARD

After finding a piece of news, search more information about the news subject. Create a poster (size at least 2 A4-papers) in which you use the piece of news and other information about the subject. You should also draw and glue/tape to the poster anything you find relevant to the subject. Prepare to present your poster in class.

Homework: A Week in a Foreign Country

EASY



Choose a country and follow the news about the country in media for one week. Try finding as much pieces of news as possible. Discuss the news you found in English in small groups in class. Stand in a circle and use your hands and/or body in telling what happened in the country you chose.

MEDIUM

After presenting the news one by one, choose a country which had the most interesting pieces of news and prepare a presentation as a group. The group should perform in English in front of the class. Remember to use your hands, body and possible props in the performance!

HARD

Instead of working as a team in class, create a video of yourself reporting the news you found in English. You can work alone or with a partner. You can shoot the video in your house or go outside, there are no limitations. Bring the video on a flash drive or send it to the teacher's e-mail. It's recommended that you share your video with others in class or in small groups for others member of the group.

What Does It Mean? Discuss!

EASY

In pairs, stand up, face each other and try coming up with the definitions for the following (Use only English!):

- 1) Globalization
- 2) Modern technology
- 3) Physical well-being
- 4) Mental well-being
- 5) Social well-being



MEDIUM

In addition to discussing the terms 1-5, try explaining the terms with your hands and/or body while you speak.

HARD

In groups of four, try to define the terms 1-5 and try to demonstrate the terms as a team by using your bodies. Each member must participate!

Blind, Deaf and Mute

EASY

In groups of three, stand around a desk. Each member is a blind, a deaf or a mute. There is only one of each in the team. Try solving the following problem:



You need to meet a group of exchange students. As a team, decide where you must meet the students, what time you must be there, what you'll do there, and what you'll do afterwards. Use only English!

MEDIUM

Try solving the following problem: You are throwing a surprise party for an American friend. As a team, decide a time and place for the party. What food and drinks should be served? What kind of music to play? Also, try coming up with different things to do at the party.

HARD

You are all applying for the same job. You all want to become the headmaster of your school! Try explaining each other why you should get the job. What are your positives for the job? How can you respond to criticism?

Drama Time!

EASY



In groups of four, stand in a circle. Explain each other with single words and body movements what are you going to do the weekend. Tell and demonstrate 5-10 things you are going to do. Use only English!

MEDIUM

Each of you must choose a role: a Finnish student, an exchange student, a teacher and a cameraman. The cameraman is filming a documentary and asks others to talk about themselves and the school in turns. Others will have to explain 5-10 things about themselves and the school. Try living the role and remember to use your hands and bodies while talking!

HARD

Each of you must choose a role: a fitness model who speaks English, a car mechanic who only speaks single words of English, an immigrant who speaks broken English and angry grandparent who only speaks Finnish, but understands English. Discuss what you have in common, what makes you different, what problems do you face in your life and how would you improve yourself. You can come up with questions of your own!

Stereotypical Drawings

EASY

What stereotypes do you know? Draw as many examples as you can. You may insert words into the drawings. After you are done, discuss with a partner about the stereotypes and whether they are true or not. Stand facing each other and show your drawings as you speak about them. Use only English!



MEDIUM

Instead of doing the exercise in pairs, show and tell about your drawings to the whole class. After everyone have shown and talked about their drawings, have a discussion on why stereotyping people might be problematic.

HARD

After having the discussion on stereotypes in class, try searching public videos about stereotypes from Youtube (or another online video source) at home. Write down what videos, and by whom, you watched. Discuss what you found people think about stereotypes in the next class.

Feeling Bored? Holiday Dreams!

EASY

Whenever you have spare time after an exercise, stand up and close your eyes for a minute. Think about the forthcoming holidays and your plans for the holidays. Sit down and write down your holiday plans with single words. You don't have to finish your plans as you can repeat the exercise in between other exercises. There are many holidays, and plans may change in time, so you can repeat the exercise anytime! Write in English!



MEDIUM

Instead of single words, use full sentences in English!

HARD

Repeat the exercise throughout the course whenever you have time. Before the course ends, return your holiday writings as an essay.



The following exercises require teacher's presence. Read exercises beforehand as some exercises require preparation. Notice that most of the medium and hard exercises are derived from their easy counterparts. Always read the easy section before selecting medium or hard! Also, some exercises ad up to the previous difficulty so pay attention! Teachers are free to make their own changes to the exercises if needed.

Meeting Each Other

EASY

Students form two rows facing each other. Students greet each other as they would in real life. Students then make small talk about their morning, weather and what they are going to do after the class. The answers must be real! The conversation ends with students bidding farewell to each other. Students then change partners and repeat the exercise. Students must use only English!

MEDIUM

Students role-play as business people in a serious business meeting. Students must stand tall and act as if they were meeting important people. Students greet each other with a handshake and make small talk about a long taxi ride to the meeting, the terrible weather and a business lunch that will be held later that day. The conversation ends with students bidding farewell and wishing to meet again later.

HARD

Before forming the rows, students have a minute to come up with their own character and then perform as the character when meeting each other. Students must greet each other and explain who they are. Students then make small talk and exchange compliments. Before bidding farewell, students must hug each other.

A Typical Conversation

EASY

Students form two rows facing each other. Students greet each other and talk about who they are, what they like and dislike and if they had a single wish, what would they wish for themselves. Students then bid farewell and change partners. Students must use only English!



MEDIUM

In addition to talking, students must use hand gestures for demonstrating what they are saying. The gestures must be relevant to what the student is talking about, but using one's imagination is encouraged!

HARD

Instead of using only hand gestures while talking, students must use their whole bodies while talking. Students must spell their first name letter by letter by using their bodies during their own introduction.

Perfect Talk

The word "EASY" is written in a bold, green, sans-serif font with a black outline, centered within a dark gray rectangular box with a black border.

In pairs, students stand up and look each other in the eyes. Students must talk about a topic which has recently been in the news. While talking, students must avoid interrupting their speech by mumbling. Every time mumbling happens, student must start his/her sentence from the beginning. Students must use only English!

The word "MEDIUM" is written in a bold, blue, sans-serif font with a black outline, centered within a dark gray rectangular box with a black border.

In addition, students are not allowed to take long pauses between words. A long pause is around four seconds long. If a long pause happens, the student must start his/her sentence from the beginning.

The word "HARD" is written in a bold, red, sans-serif font with a black outline, centered within a dark gray rectangular box with a black border.

After the discussion has ended, the pair must tell to another pair what they talked about, what their opinions were and how hard it was to speak without making mistakes. After everyone has finished with their conversations, the exercise is discussed with the teacher.

Alias

EASY

Students write down 5 to 10 words of their own choice on paper. Teacher collects the papers, mixes them up and gives one for each student. Students work in groups,



in which each student tries to explain the words by using single words and body movements while standing. Students take turns after each correct answer. Students must use only English!

MEDIUM

Instead of single words, students must only use complete sentences. Whenever a student is explaining a word, the student must move all the time!

HARD

Instead of each student taking turns, whoever has to explain a word takes a partner. The one who chose the partner is only allowed to speak, whereas the partner can only move. Work together!

Kinetic Sand

The word "EASY" is written in bright green, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Teacher provides students with kinetic sand. Each student gets their share of the sand. Students need to create sculptures based on the words teacher mentions. Students have one minute to work with the sand after which students compare their sculptures in pairs. Repeat at least three times.

The word "MEDIUM" is written in bright blue, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Students work in pairs and combine their sands. Teacher gives students a theme for the sculptures. Students try explaining words, based on the theme, through their sculptures to each other. While the other guesses, the other stays silent, giving only silent hints about the sculpture.

The word "HARD" is written in bright red, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Students are given a word or a sentence from which students must create a sculpture. Teacher decides the time limit. Students must stand up and explain their word/sentence and present their sculpture in English. Everyone stays standing until everyone has had their turn.

Building a Lego-Friendship

The word "EASY" is written in bright green, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Teacher provides students with legos. Students stand around a desk and work in pairs trying to build something by using legos. Students are not allowed to talk about what they're building or where to put the next piece. Students take turns in adding a new lego piece to their work. Every time before attaching a new piece, students must complement each other. At the end of the exercise, students will show their creation and explain what it is. During the exercise, students must only use English!

The word "MEDIUM" is written in bright blue, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Instead of sharing compliments, students share opinions about a topic of their own choice. Before attaching a new piece, students must answer to previous student's opinion (agree/disagree) and give a new one.

The word "HARD" is written in bright red, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Students work in groups, creating a story of their own as they add new pieces in turns. Students must use whole sentences and take notes about their story. At the end, students must add their lego construction into the story. Students have to take a picture of their construction and write a short essay based on their story (50-150 words). The picture must appear at the end of the essay!

Ideas From Around

EASY

The exercise takes place outside the school. Students are given a topic before leaving the classroom. Students must write down what they see, feel, hear and sense outside while remembering the topic. Students then return



to class and discuss the topic in English in pairs. Students must be prepared to share their ideas with everyone after discussing with a partner.

MEDIUM

After the in-class discussions, students write an essay based on their own notes and the discussions. The essay can either be written in class or as homework.

HARD

Students work in pairs and combine their ideas into a poster. The poster can be realistic or fictional depending on the topic. The poster can be done in class or at home. The posters will be presented in front of the class and briefly discussed after the presentation. Students are free to comment and/or ask questions about the poster.

Pass the Ball

The word "EASY" is written in a bold, green, sans-serif font with a black outline, centered within a dark gray rectangular box with a thin black border.

Everyone sits in a circle on the floor. Teacher gives students a ball which will be passed around. Teacher assigns a topic of which students must give their opinions when the ball is passed to them. The student who has given an answer can pass the ball to anyone. Whenever passing the ball, students must say: “What do you think, [name]?”. Teacher can change the topic multiple times during the exercise.

The word "MEDIUM" is written in a bold, blue, sans-serif font with a black outline, centered within a dark gray rectangular box with a thin black border.

In addition to expressing opinions by talking, if students agree with the opinion, they must stand up. If they disagree, they stay down. Those giving an opinion must also explain why they think as they do.

The word "HARD" is written in a bold, red, sans-serif font with a black outline, centered within a dark gray rectangular box with a thin black border.

Instead of expressing opinions by talking, opinions are expressed by standing and silently performing the opinion and the reasons for the opinion. Before revealing what the opinion and the reasons were, others must guess whether it was a positive or a negative opinion. If students think it's positive, students stand up. If students think it's negative, students stay down. Those who answer correctly are allowed to sit down, while those who didn't must stand until they answer correctly.

Puzzling Puzzle



EASY



Students work with puzzles in groups on the floor. Students are only allowed to speak English while discussing their own interests during the exercise. Basic questions include: How are you doing? What has happened recently? Good/bad news? What are you going to do after school? Students should also come up with their own questions!



MEDIUM

While discussing, students should focus on modern technology. What kind of a phone or a computer they own? Do they own gaming consoles? What kind of computer/console/mobile games do they play? How they use their technology? Any plans for buying new technological equipment?



HARD

Students discuss the positives and the negatives of using modern technology. Students should focus on health aspects of modern technology. How living is improved or deteriorated? What health problems may appear by using modern technology too much? Are there any future threats? Could modern technology help in improving health?

Integration: Physical Education

The word "EASY" is written in bright green, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Work together with a PE teacher. Decide a relatively easy sport/exercising session for the students. For instance, a yoga/stretching session during which the teachers instruct the students by using only English is not too challenging.

The word "MEDIUM" is written in bright blue, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Decide a more advanced sport for the students. Preferably a team sport such as football, which requires communication. Give students a sheet of basic terminology used in the sport at the previous English lesson. Go through the terms and the rules before the game begins! Students must only use English while playing.

The word "HARD" is written in bright red, bold, capital letters with a black outline, centered within a dark gray rectangular box.

A hard exercise session can be more abstract than previous exercises. For instance, training at a gym in pairs. Students can only use English while training and they must encourage each other all the time. Teachers should ask the pairs how they feel, what/how they have trained at the gym and how do they enjoy the exercise. Students can ask help and tips at any time!

Integration: Home Economics

EASY

Work together with a HE teacher. Decide a relatively easy menu for the students to make in groups. The instructions should be given in English, but make absolutely sure that the students completely understand the instructions. Each student should have a single task to do during the exercise. Students should communicate by using as much English as possible!



MEDIUM

The menu doesn't have to be changed, but the students are given the instructions in paper. In groups, the students must translate the instructions and check the answers from the teachers before starting to cook. Students should only use English during the exercise!

HARD

Students are not given recipes, but a list of ingredients. Students must decide how to use the ingredients and all the ingredients must be used. Students must explain the teachers what they are going to do before starting. Everyone has to do something! When the meals are done, students should present their dishes to everyone.

Food is Culture

EASY

Bring different food/spices that are often used in different cultures and create at least four different tasting desks for each culture. Students go in groups from desk to desk, tasting the culture and making notes. Students should briefly talk in English about the culture after each time they have tasted the culture. After every group has tasted every culture, an open discussion about different tastes, food and cultures is held. What kind of food culture exists in Finland?



MEDIUM

Students should make as much notes as they can during the tasting. Student then write an essay based on their notes. The essay can be based on a combination of every taste or the students can focus on only a single culture. There is much freedom due to the different taste experiences involved so creativity is highly encouraged!

**HARD**

After the discussion at the end of the easy section, students should select a single culture or ingredient. Only after selecting the culture/ingredient, teacher reveals that the students should find a way to use their selection in a dish. Students can also use online recipes. The dish is given as homework. Students discuss the homework in small groups followed by an open discussion about the homework afterwards.

Demonstrating Democracy

EASY

Students are given a paper for writing a single dream/wish they have on improving the city or the country. Students then crush their papers into a ball and try tossing their paper ball into a bin set in front of the class. Students stand



right behind their desks and have only one chance to toss the ball. Teacher reads the papers, which end up into the bin, and asks those students to raise their hands if they got their ideas through. Is there a pattern? Was the exercise fair? Is this how a democratic society works? How would students make the exercise fair? Ask students to discuss in groups how privileges can be seen in democracy.

MEDIUM

Before having the discussion about privileges in democracy, arrange a new paper ball simulation. This time everyone throws their balls from the same point. Was the result different? Were there more ideas in the bin? Was it better this way? What's the difference between the two exercises?



Write down the ideas which ended up into the bin during the exercises. After the two paper ball simulations and the discussions that followed the simulations, show the two results. Students then vote on which list is better and think by themselves whether the ideas on the better list would really improve the city/country or not. Go through the ideas and ask students their opinions.

Statue Team

The word "EASY" is written in bright green, bold, sans-serif capital letters. It has a thick black outline and is set against a dark gray rectangular background.

Divide students into groups and give them words, from which the groups create still statues by using all the members of the group. Give words one by one and let students negotiate in English for about 30 seconds. Make sure everyone can see each other!

The word "MEDIUM" is written in bright blue, bold, sans-serif capital letters. It has a thick black outline and is set against a dark gray rectangular background.

Students work standing in pairs. Students are given a theme, from which the students come up with words to perform as statues. One plays the word-statue and the other tries to guess the word. The one being statue is allowed to give hints in English.

The word "HARD" is written in bright red, bold, sans-serif capital letters. It has a thick black outline and is set against a dark gray rectangular background.

Assign each student with a word on paper. Students become statues based on the word they receive. One of the papers says "The winner!". The one who gets the paper receives a list of words the other students are portraying from teacher. The lucky student must begin guessing what the others are supposed to be. Statues are allowed to answer questions. When the student finds out the correct answers, the team expands with each correct answer. After all the correct answers have been found, the class together portrays "The winner!".

Walk with Me

EASY

Lead students to the hallway or outside the school. Students work in pairs and walk from point A to point B while discussing a topic of teacher's choice in English. The walking distance is up to the teacher to decide, but the students



must be seen during the whole walk. Students are not allowed to talk at point A! The pairs walk one by one to point B where the teacher is waiting. When a pair meets the teacher, they must briefly explain their opinions about the given topic. If the teacher wants to continue the exercise, the teacher can give a new topic to pairs once they're finished.

MEDIUM

Instead of merely discussing a topic, pairs are given roles. One is a buyer and one is a salesperson. The salesperson tries to sell an item he/she owns and the buyer must be convinced to buy the item. The buyer should ask questions during the walk. If the buyer is not convinced, the pair returns to point A. When the buyer is willing to buy the item, the pair walks to the teacher and briefly discusses how the exercise went.

**HARD**

Students walk in groups of three. The roles are the same as in the medium, but now there are two salespersons who are both selling their own items. The groups walk from A to B twice. One salesperson talks with the buyer from A to B and the other from B to A. Going from A to B again, both salespersons can try to convince the buyer to buy their item. Once back at point B, the buyer must choose one item over the other and explain why the buyer made the choice.

Problems & Opinions

EASY

Students work in pairs, stand up and watch each other from eye to eye. Students take turn in expressing their opinions on the following themes:

- 1) Digital newspapers Vs. Traditional newspapers
- 2) The best and the worst thing about digitalization
- 3) Is e-sports (competitive video gaming) real sport?



Students should use English, and hand gestures, as much as possible. When everyone's ready, go through the questions with the students.

MEDIUM

After the discussion, students start looking for information about the questions online. Students should make notes on who expressed their opinion, what the opinion was and where was the opinion expressed. Questions are then further discussed in class. Students should also mention if the information they found made them change their opinions.



Instead of discussing their findings in class, students create a poster in which they express their opinions on one of the themes. Teacher decides whether the posters are done in-class or at home. Students are not allowed to use printed texts or pictures or even sentences beyond two words. Students must create everything by themselves. Poster are then presented in small groups to each other.

Debate Time!

EASY

Divide students into four groups. Two of the groups face each other while standing as the other two groups observe. The groups facing each other are given a theme. One side is for and the other is against the theme. Teacher decides the theme for each debate as well as the groups' stands. The groups have a few minutes to come up with arguments why they think they're right. After the time runs out, the observer groups decide by voting which side won the debate. After the voting, the observer groups change places with the debate teams, and the exercise is repeated.



MEDIUM

After revealing the topic and assigning the stands, students have a minute or two for drawing their supporting arguments on paper. During the drawing and possible negotiations, students are only allowed to speak English. The papers are shown and explained during the debate. Students don't have to limit their arguments to their drawings.



Instead of using drawings, students must demonstrate their arguments by using their bodies and possible props available in class. The arguments can be presented alone or with other group members. Students must speak while demonstrating the arguments.

A Conflict Situation

The word "EASY" is written in bright green, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Students work in groups of three. Two of the students are having a quarrel and the third student tries to solve the situation so that both sides are happy with the end result. There are three different topics so each member has their turn as the problem solver. The two having a quarrel stand up and lock their fingers with each other while the solver sits right next to the two. Everyone must speak English! The topics are:

- 1) One student has eaten the other student's candies
- 2) One student wants to go to a Mexican restaurant while the other student wants to go to an Italian restaurant
- 3) Students want to play music of their own choice at a party, but neither likes the other's music. When everyone's done, teacher asks around how the exercise was.

The word "MEDIUM" is written in bright blue, bold, capital letters with a black outline, centered within a dark gray rectangular box.

Instead of being the problem solver, the third student creates his/her own stand on the topic. All three lock their fingers with each other while standing. The group must now find a peaceful solution to the situations.



In addition to the medium, whenever a student wants to speak, the student must squat before talking while still having his/her fingers locked. Whenever someone forgets to squat before talking, the whole group squats together.

Customer Feedback

EASY

Students work in pairs, role-playing a customer-vendor situation. The customer has bought a product (a computer, a phone etc.) from the vendor and the product is now broken. There is still a guarantee left on



the product. The customer stands in front of the vendor, who sits down, and explains why the product is broken and requests the vendor to fix it or give the customer a new one. Students must also discuss how long will it take to get the product back, does the customer get any compensation and is there anything the customer must do before getting the product back. Both sides take turns in talking. Remind students about being polite! Use only English! Repeat the exercise by switching the roles.

MEDIUM

Instead of one product being broken, the customer has two different broken products. The other has a guarantee, but the other doesn't. The vendor must decide how much it will cost to fix the other product, but the product can also be beyond repair. Try finding a solution to the situation that would please both the customer and the vendor.

**HARD**

After doing the easy or medium, students write down the key points of their discussions. Based on the discussions and the notes, students must write a 100-300 word essay. The essay can be completely based on the discussions, but students can also use their imagination.

An Interview with a Person from an Other Country

The word "EASY" is written in bright green, bold, sans-serif capital letters with a black outline, centered within a black rectangular box.

Students choose a country for themselves and role play a person from that country. Teacher can also decide the countries for the students. Students write down



notes on what they know about the country and create their character before role-playing an interview with a partner. Students do the interviews standing and take turns on being the interviewer. The interviewer must ask as many questions about the person and his/her country as possible, and make notes. The notes and the interviews are then discussed with the class. If stereotypes emerge, it would be appropriate to discuss why stereotyping people might be problematic.

The word "MEDIUM" is written in bright blue, bold, sans-serif capital letters with a black outline, centered within a black rectangular box.

Instead of discussing the interviews in class, students search information online at home. Students need to find out how realistic the information and the characters the pair role-played really were. What they got right and what they got wrong? Were there any stereotypes? Where do the stereotypes originate? What were the most interesting pieces of information about both countries? The questions will be discussed in small groups at the next lesson.



Instead of in-class discussion, student pairs create a short teatime discussion video. The pairs must distinguish their countries visually in the video and talk about their countries. Students should also focus on the similarities and differences between the countries. Students can use notes during the conversation. The video should be 5 to 10 minutes long and it can be edited on computer! Encourage creativity! The videos are returned on a flash drive or sent to the teacher's e-mail.



PRINTOUTS

This section includes learning and health tips for students. The section's tips can be given as printout to students at any time during the course. Of course, the earlier students get the tips, the earlier they can benefit from them. The tips are not exclusive to the course as the tips can be beneficial for learning in general!

1. A Relaxing Break

Doing all the homework on one sitting is stressful for the mind and the body. Every time you feel like doing homework is becoming unbearable, have a small break. Even if homework seems to be bearable, have a break every now and then. How to have a small break? Well, first you must



stand up, change location or lay down for a while, relax and forget homework for a moment. A small break may provide you with more energy once you return to work on homework, even without a cup of coffee or tea. Second, having a cup of coffee or tea might not be a bad addition to the idea. Water will also do the job. Maybe a small snack too? A banana or an apple for instance? Having some additional energy from drinks and food might even further help you. Finally, while relaxing with a drink and a snack, listening music may inspire you with your homework.

2. An Active Break

If you want to have more active break, try stretching out for a moment. Too much sitting and writing might make you feel uncomfortable, because both may jam your body. Move your fingers, shake your wrists, move your arms, get up and stretch your legs and back. Can you catch your toes



while keeping your legs straight? Try now! Having a shaky dance session might also be good for you, as well as a short moment of yoga if you're into that. Even if you're having super fun doing something active, remember that you still might have some homework to do!

3. Household Chores

Do you enjoy doing homework? Do you enjoy doing household chores even more? Well, the answer is probably obvious. However, maybe you can combine your homework and household chores. Maybe talking to yourself in English while cleaning may relieve your frustration? How about singing while cooking? If you're too tired even to open your mouth, you can always try thinking in English. That may just make the evil household chores more tolerable.

4. Standing Workstation

Where do you sit while doing your homework? Why do you sit? What if you did your homework without sitting down? Try getting rid of your chair and create yourself a standing workstation. Standing is good for you and having a standing workstation might be just the thing for you. Or you



might want to replace your chair with an exercise ball. Having an exercise ball as your chair might feel strange at first, but after a while, you'll get used to it. But how is it different from sitting on a chair? Exercise balls are soft, bouncy and better for your back than ordinary chairs. And when you're done with your homework, you can use the ball for exercising. It's a win-win situation!

5. Mirror Training

Finns are often said to be quiet people. If you're learning a foreign language, you may learn how to read and write the language without talking, but actually knowing how to speak the language requires practising talking the language. It might feel scary speaking foreign language, especially at school. How to overcome this problem? The answer is a mirror. Try standing and reading out loud in front of the mirror. Look at yourself while you're talking as if you were looking at your audience. If reading out loud seems boring, try having a conversation with yourself. You can also try emulating a presentation. Choose an item and try talking about the item as if you were presenting it to your class. Speaking in front of the mirror might be great practise for any presentation you have to do in school or later in working life.



6. Gaming for Success

If life is a game, you want to be the winner of the game. Do you play games that are only available in English? Computer or console games? Board games? All kinds of different games might be good sources for learning languages. Playing games without Finnish translations forces you to understand the games through English. Playing English-only-games alone is great, but even greater is to play the games with other people. Computer and console games often offer an online multiplayer option. Playing multiplayer games requires understanding written and spoken English as you often end up playing with strangers online. People online connect from different countries, but most of the time, English is the language used online. You will hear more different accents while playing an online game than during English classes at

school! If playing with strangers is not for you, you can gather a group of friends to play the games. Even board games offer a vast amount of fun games only available in English. Try finding your preference and try gaming in English!

